DOCUMENT RESUME

ED 180 278 HE 011 777

TITLE	Faculty/Management Forum: One of a Series of Guides for Planning and Operating a Corporate/College Project.
INSTITUTION	Council on Corporate/College Communications, Washington, D.C.
SPONS AGENCY	American Association of State Colleges and Universities, Washington, D.C.
PUB DATE	[79]
NOTE	20p.: For related documents see HE 011 776-778
AVAILABLE FROM	Council on Corporate College Communications, One Dupont Circle, Suite 700, Washington, DC 20036
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Administration: *Business: Business Education: *College Faculty: *Cooperative Programs: *Education Work Relationship: Group Activities: Higher Education: *Management Development: Problem Solving: *School Industry Relationship: Workshops
IDENTIFIERS	*Faculty Management Forum

ABSTRACT

The Faculty/Management Forum, a nontraditional approach to improving understanding and relationships between business and higher education, is described in this guide. The primary objectives of this forum center around involving faculty and business managers in joint problem-solving to help break down the barriers to mutual understanding. Participants include six faculty members, six middle managers, and a group leader. The program involves a series of three meetings held over a four to five month period. Information discussions on similarities between business and academe and major problems and concerns facing each are held. Problems of mutual interest are selected for further discussion and possible resolution. It is suggested that these forums help business managers and academicians learn about each other, and act as catalysts for future mutual projects. Costing and supply information, and a possible forum agenda are presented, as well as a list of schools and businesses that have participated in the program. (SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Faculty/Management Forum

A Guide for Planning and Operating a Corporate College Project

Council on Corporate College Communications

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED180278

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

AACC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

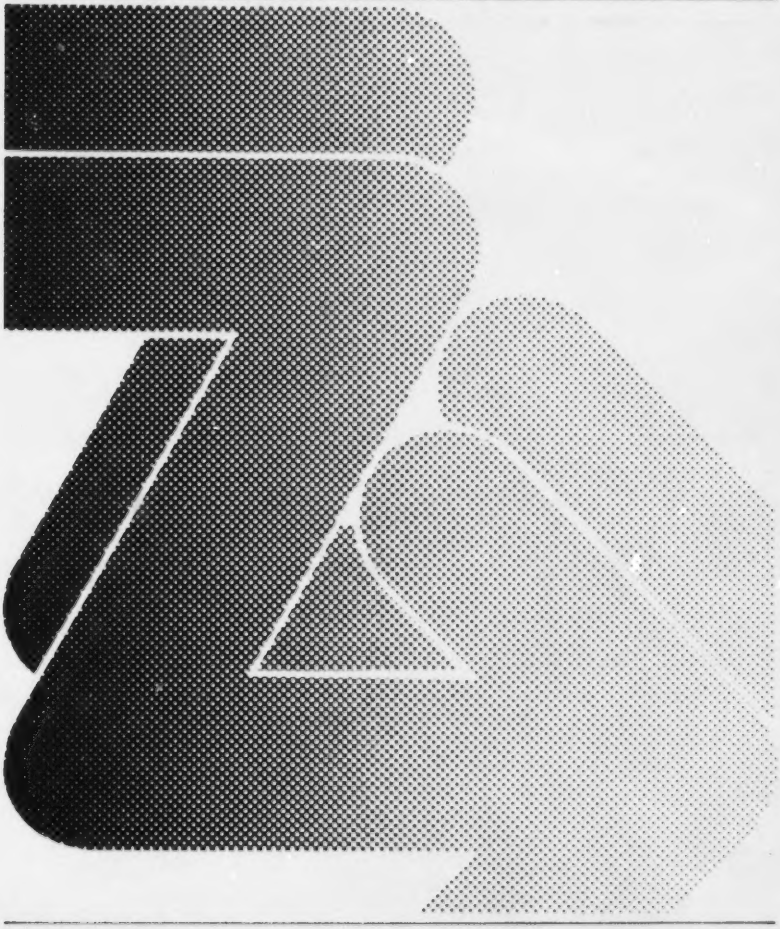
Council on Corporate/College Communications

Prepared and published by the Council on Corporate/College Communications to aid in the development of programs that improve cooperation and understanding between business and higher education. Corporations who have participated in the Council include Ashland Oil, Inc., American Telephone and Telegraph Company, American Can Company, General Electric Company, General Telephone & Electronics Corporation, RCA Corporation, Union Carbide Corporation, Xerox Corporation. The Council is administered by the American Association of State Colleges and Universities and participating corporations. For further information contact:

Thomas W. Kelly, Coordinator
Council on Corporate/
College Communications
Suite 700
One Dupont Circle
Washington, DC 20036

Faculty/Management Forum

One of a Series of Guides for Planning and Operating a Corporate/College Project



Contents

5
Introduction

7
Questions and Answers about the Forum

11
The Role of the Group Leader

11
Forum Agenda

16
Flow Chart for First Meeting

17
Cost Worksheet

18
Supply List

19
Project Summary

Introduction

Business and higher education realize that there is a gulf of misunderstanding between them that must be bridged for their mutual benefit and they are searching for ways to deal with the problem. Corporate leaders have become increasingly fearful of colleges and universities that do not demonstrate a "pro-competitive enterprise system philosophy." Educators resist any hint of corporate intervention in campus affairs, particularly in the classroom. Meanwhile, frequent polls show a declining quality of information and respect between people in the two institutions. Both claim to be misunderstood by the other and by the public as well.

For many years business representatives have been on campus as recruiters, trustees, speakers and friends of the administration. When they lecture in the classroom it is usually in business administration or in engineering classes. These are traditionally favorable to business because of the likelihood of employment and the student need to understand business as a part of their course work.

College and university professors often lecture to corporate audiences, consult with businesses and write articles and books that are read and used by businesses. In these cases they are usually paid for their services and deal mostly with the top level of management.

Most efforts at better understanding have come under the broad heading "improving communications." They have concentrated more on the mechanism or the vehicle than on the content or subjective aspects of human relationships. Books, articles, lectures, many seminars, computer simulations, etc. are well organized, well packaged and courteously received. However, much of the emphasis is on the packaging of the program, the housing, meals, dress, academic atmosphere, and protocol, rather than on improving understanding of one another. Fine seminars with prepared papers, tours of company facilities and organized entertainment have not really improved the level of understanding. In fact, they may tend to reinforce the stereotypes we have of each other.

It is safe to say that substantially all activities between the business world and higher education are well intentioned and sincere. Why, then, should we be concerned? Haven't most business leaders attended college and don't they appreciate what higher education is doing? Don't most college students and the faculty who teach them understand our economic system and what it has to offer? No, in both cases. Most students who go through a liberal arts or humanities program have no contact with a business person in a college classroom. There are references to business in their political science, psychology, sociology,

history, communications, philosophy or education classes but it is unlikely that they hear a business person's views in the classroom.

How can an understanding of each other's purposes, roles and functions be obtained? There are a number of ways. A recent Louis Harris survey report states that the need is for "just plain physical, mental and intellectual interface and communication." The Faculty/Management Forum meets those criteria and also brings more specific benefits to the participants.

The Forum brings together a dozen people under simple and friendly circumstances. They have the time to get to know each other at meals, during discussions, at recreation and by sharing accommodations. Because the program stresses informality there is no need to work at shedding titles, accomplishments or prestige — they are consciously set aside. The Forum helps the participants understand that there are a number of ways in which their organizations are alike. Participants may list as many as 25 to 30 characteristics of their respective organizations which when compared are strikingly similar. From there it is easy to list the common characteristics of the two organizations which are often a revelation to the participants. When the participants are asked to list the concerns or problems of their organizations they are inevitably struck by the commonality that exists between them. It then becomes logical to reach agreement on a list of concerns which if solved would be of benefit to both organizations.

Once there is agreement that the organizations share certain characteristics as well as concerns, participants can isolate the most important and most "do-able" concerns for their attention over the next few months.

While working together to reach solutions or to recommend courses of action the participants become better acquainted and more understanding of one another. They often start programs of their own while working on the group assignment and thereby reach a basic objective of the program. Addressing mutual problems is useful and important. However, establishing friendships and understanding more about each other leads to stronger relationships. Once participants have reached this point they can work together in many ways that are effective because they are sincere and of their own design.

The Faculty/Management Forum will not solve all the problems of misunderstanding between business and higher education. However, it will do an outstanding job of bringing people together in an informal, sincere and inexpensive way to work toward mutual cooperation and understanding.

Questions and Answers about the Forum

What is it?

The Faculty/Management Forum is a non-traditional approach to improving understanding and relationships between people in business and higher education.

What are the objectives?

The primary objectives are to involve faculty and business managers in joint problem solving and to help break down the barriers to mutual understanding.

How is it different?

It has almost none of the characteristics and trappings of the traditional seminar. The emphasis is on informality. There are no prepared papers. Discussion is freewheeling and participants determine the subject matter. Creativity is encouraged. The Forum generates future action on mutual problems. It creates opportunities for long term personal and institutional relationships. And the cost is low.

Who participates?

Six faculty and six middle managers from a variety of disciplines and departments are selected for each program. Generally, they are from 30 to 50 years of age, have demonstrated leadership abilities and are influential among their colleagues. Faculty should be drawn primarily from the liberal arts rather than from those disciplines which have professional contact with business. The 13th person is the group leader, someone from either the college or business with experience conducting group-centered discussions.

What is the program format?

The program is a series of three meetings held over a four to five month period.

The first meeting is held for 2½ days at a retreat location. It begins with a late afternoon cook-out or barbeque to get people introduced and relaxed. The meal is followed by informal but

specific remarks from a top college and business executive. Their remarks make it clear that the two organizations support the activity and that they will be responsive to whatever comes out of the meetings. Following carefully designed steps, the group meets the next morning to discuss the characteristics of each organization and note the great number of similarities between them.

Next the group lists and discusses the major problems and concerns facing each organization. With the two lists as reference, the group prepares a single list of mutual concerns and problems. By this time it should be obvious to the participants that their organizations share not only a great many characteristics but many areas of concern in the community or in their daily operations. Three sub-groups of four persons (two from college and two from business) are then assigned to work separately to select the three major problems of mutual interest to their organizations.

The full group reconvenes to hear reports of the small groups and works to reach consensus on the three most important and solvable problems where joint action could be mutually beneficial.

New sub-groups are formed and given the task of addressing one of the major problems. Again, working separately the smaller groups create plans and strategies to study their assigned problem over the next three months and to develop recommendations for solutions. The meeting concludes with the full group reviewing the work plans and commenting on the plans of each sub-group.

The second meeting is held within three or four months. During the interim the sub-groups work

independently at their own pace and schedule, researching their problem area and preparing recommendations. This second meeting requires less than a day. The purpose is to hear reports and proposals for action from each sub-group. At this meeting the full group also determines the time and method of presenting its set of recommendations on the three major problems to the president of the college and the chief executive of the business firm.

The third meeting is the final presentation of all recommendations to the executive management of the participating organizations who have made a prior commitment to review the proposals for possible implementation.

What is the usual time schedule for the first meeting?

A schedule that works best calls for starting late Sunday afternoon and continuing through lunch on Tuesday (see Forum Agenda).

What does it cost?

A number of seminars have been held, all at a cost of less than $1,000 (see Cost Worksheets). In most instances the business has covered the cost of the program, but local conditions should be the guide.

What has been accomplished in past Forums?

Each program has been unique in some way. However, there have been interesting and useful general results.

1. In each program the participants have commented on how much they have learned about the other group during the activity.
2. Every group has had members who admit they have changed their opinions and that these changed opinions will be expressed in their daily life.
3. Each group has worked on the chosen topics, but in every case they have also started other less formal projects together

which indicate a high degree of cooperation and understanding.

4. In every case the participants have recommended that others in their organizations (and other organizations) take part in a Forum program.

Some of the specific tasks undertaken by the sub-groups are:

1. A study of how to improve communications between the participating organizations.
2. A study of how to motivate employees who seem to have lost interest in their jobs and whose performance may or may not have slipped.
3. A study of how the organizations can share their long-range planning information with each other and learn from one another.
4. A study of how to take a more consumer-oriented approach to both the business operations and the process of higher education.

What colleges/ universities have participated?

University of Montana
State University of New York at Albany
Winthrop College
West Liberty State College
Marshall University

What businesses have participated?

Mountain Bell
Springs Mills
New York Telephone
Ashland Oil
Huntington Alloys
Fostoria Glass
C & P Telephone

The Role of the Group Leader

Here is what to look for in selecting a group leader:

1. Previous experience in conducting group centered discussions.
2. Strong organizational ability.
3. Flexibility and responsiveness to changing situations.
4. A sense of humor.
5. A thorough understanding of the project concept, its objectives, and why it is different.

Should the group leader come from business or higher education?

Qualified group leaders are usually available from either source in departments of personnel, training, management development, and counseling.

What are the group leader's responsibilities?

1. To coordinate and conduct the meetings.
2. To select the meeting dates.
3. To select the meeting sites and arrange for meals and sleeping accommodations for the first meeting.
4. To arrange for meeting supplies (see Supply List).
5. To prepare and send pre-meeting materials to participants.
6. To prepare a personal agenda-schedule for the first meeting (see Forum Agenda).
7. To maintain periodic contact with sub-groups between the first and second meetings and the second and third meetings.
8. To prepare a summary report of all meetings and results (see Project Summary).

Forum Agenda

Sunday

PM

3:00	Group leader arrives at meeting site with recreation equipment, supplies, refreshments; prepares name tags and room identification tags.
4:30-5:00	Participants arrive

5:00-6:30 Refreshments

6:30-7:30 Cook-out

7:30-8:00 Brief supportive remarks by management.
Orientation of meal arrangements, meeting times, etc.

8:00 Recreation, get acquainted time

Monday

AM

7:00-8:00 Breakfast

8:30 Full group meets

Brief individual introduction of participants. Overview of program by group leader making these points:

1. This is a different approach to communicating between organizations. It has been successfully tried by other businesses and universities.
2. This is not just a 2½ day program. After leaving we will continue to work together for several months and perhaps even longer, but that is something we will decide with the top management of our organizations.
3. Management of both organizations have endorsed this program and have guaranteed a hearing to all recommendations that we bring to them as a result of this meeting.

Comments on why this activity is needed:

It is recognized that business and higher education have many misconceptions about each other. The well known myths and stereotypes that exist affect how we relate to each other, work together, support each other.

There is a need for better understanding between individuals because we are major institutions in the community, and we are mutually dependent on each other in many areas — employment, professional expertise, research, financial support and others.

9:00	Each group, using brief descriptive phrases, lists the characteristics of its organization which the group leader writes on an easel. Organizational characteristics are compared and similarities noted and discussed.
9:45	Generate list of university problems and concerns. (Listed on easel) Generate list of company problems and concerns. (Listed on easel) Generate list of mutual problems and concerns. (Listed on easel) All the sheets mentioned above on which are listed characteristics, concerns, common characteristics, common concerns, etc. should be put up around the room with masking tape so that they can be referred to as needed.
10:30	Break
10:45	Group leader divides participants into three sub-groups and assigns them to select the three most important and solvable mutual concerns. A spokesperson is designated from each sub-group to report to the full group on its three top priority concerns and why they were selected.
11:30	Reconvene full group for presentations on the findings of each sub-group. Begin working to reach full group consensus on the three major concerns or problems out of those proposed by the sub-groups.
Noon **12:00**	Lunch
PM **1:30**	Reconvene full group to conclude consensus activity. Reach final agreement on the wording of the three major concerns or problems.

PM

2:30	Explanation of future activity: Three major problems have been identified. Sub-groups will now be formed, attempting to match people with problems that interest them. Each sub-group is assigned one of the major problems. Sub-groups are assigned to work on recommendations and approaches to solutions. Sub-groups will work independently over the next three months and report back to full group.
2:40	Sub-groups meet to plan their work strategy. They discuss research requirements, use of available resources, intra-group communications, work assignments, future meetings, if needed.
4:00	Break for recreation
5:00	Social hour
6:00	Dinner
7:30	Recreation

Tuesday

AM

7:00-8:00	Breakfast
8:30	Convene full group. Sub-groups report on plans and future activities. Full group critiques each plan, offering comments and suggestions to help strengthen it.
10:15	Break
10:30	Select contact person from each sub-group to act as coordinator and communication point for group leader.

Select time and place for second meeting to be held in approximately three months.

(Purpose of the second meeting is to report sub-group findings and recommendations and to plan a presentation to top management of both organizations.)

11:00 Informal discussion and critique of the program.

12:00 Noon Lunch and close of conference.

Second Meeting

The second meeting should require less than a full day and can be scheduled around lunch. A 9:00 am to 3:00 pm format should be long enough.

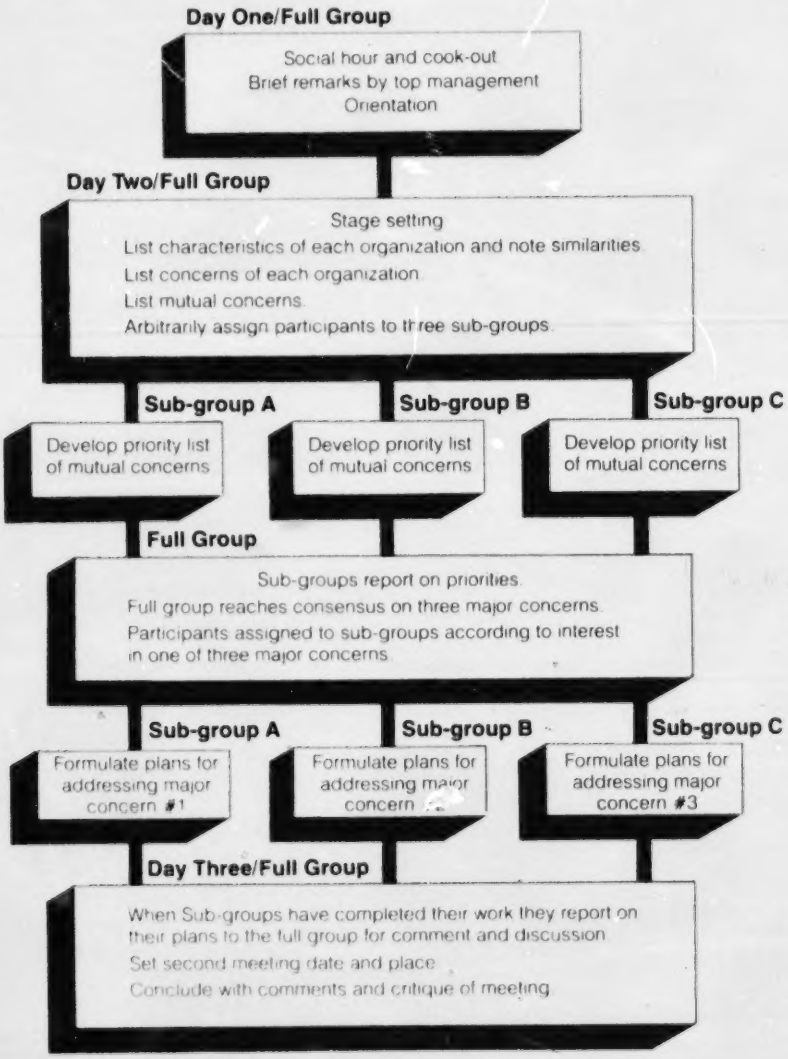
For this meeting the group-leader should again be in charge of all administrative details such as:

1. Securing a meeting site.
2. Arranging for coffee and lunch.
3. Arranging for easels, markers, projectors and whatever other equipment the group needs.
4. Reminding the group contacts of the date, time and place.

Third Meeting

Presentation of recommendations to the executive officers in a manner, place and time of their choosing.

Flow Chart for First Meeting


Day One/Full Group
Social hour and cook-out
Brief remarks by top management
Orientation
Day Two/Full Group
Stage setting
List characteristics of each organization and note similarities.
List concerns of each organization.
List mutual concerns.
Arbitrarily assign participants to three sub-groups.
Sub-group A
Develop priority list of mutual concerns.
Sub-group B
Develop priority list of mutual concerns
Sub-group C
Develop priority list of mutual concerns
Full Group
Sub-groups report on priorities.
Full group reaches consensus on three major concerns.
Participants assigned to sub-groups according to interest in one of three major concerns.
Sub-group A
Formulate plans for addressing major concern #1
Sub-group B
Formulate plans for addressing major concern
Sub-group C
Formulate plans for addressing major concern #3
Day Three/Full Group
When Sub-groups have completed their work they report on their plans to the full group for comment and discussion.
Set second meeting date and place.
Conclude with comments and critique of meeting.

Cost Worksheet

Meeting One

Lodging, two persons per room, two nights	_____
Meals: two breakfasts, two lunches, one dinner, one cook-out	_____
Refreshments: soda, fruit juice, other beverages	_____
Snack food	_____
Supplies: (see Supply List)	_____
Transportation reimbursement, if needed	_____
Sub-Total	_____

Meeting Two

Meals	_____
Transportation	_____
Other (items)	_____
Sub-Total	_____

Total _____

Supply List*

3 newsprint pads, large size

4 felt tip chisel point marking pens (black, watercolor)

3 easels for newsprint pads

15 8½ x 11 " note pads

15 pencils or ballpoint pens

1 roll of masking tape

Name tags

Room identification tags

Recreation equipment:
volleyball net & ball, frisbees, balls & gloves,
playing cards --bridge & pinochle

Emergency personal supplies appropriate to the season and location:
toothpaste, toothbrush, shaving cream, band-aids, aspirin, insect repellent, sun tan lotion

*Many of these items may be available through college or business sources.

Project Summary

Using the guidelines below, please submit a summary report of your project to the Council on Corporate/College Communications. Your report will enable the Council to assess the effectiveness of this program and will be used to provide planning assistance for similar projects in the future.

1. Names, titles, and addresses of chief executives of the sponsoring organizations.
2. Name, title, address and telephone number of the group leader.
3. Names, titles, departments of individual participants.
4. Meeting dates and location.
5. List of university characteristics.
6. List of corporate characteristics.
7. List of similar characteristics.
8. List of university concerns.
9. List of corporate concerns.
10. List of mutual concerns.
11. List of three major problem areas.
12. Report of second meeting.
13. Report of final recommendations.
14. Report of implementation of recommendations.
15. Comments and suggestions from group leader, participants, and management.